

**ASPIRA, Inc. of New Jersey**  
**Educational/Leadership Development Programs**

Three Year Plan  
July 1993 - June 1996



Submitted to  
The Board of Directors  
by:

Mrs. Margaret Rosario-Rivera  
Chairperson of the Board

Mr. Fernando Fuentes  
Executive Director

July 9-11, 1993

# ASPIRA MISSION STATEMENT

(REVISED JULY 1991)

OUR MISSION IS THE EDUCATIONAL AND LEADERSHIP DEVELOPMENT OF PUERTO RICAN AND LATINO YOUTH SO THAT THEY BECOME EMPOWERED INDIVIDUALS WHO MAKE SIGNIFICANT CONTRIBUTIONS TO THE PUERTO RICAN AND LATINO COMMUNITY AND SOCIETY IN GENERAL.

## GOALS

1. A VALUE FOR EDUCATION
2. A VALUE FOR THE IMPORTANT ROLE OF A VIABLE PUERTO RICAN/LATINO COMMUNITY THROUGH AWARENESS AND PARTICIPATION
3. THE STRENGTHENING OF A POSITIVE SELF-IDENTITY
4. THE DEVELOPMENT OF LEADERSHIP SKILLS
5. CULTURAL AWARENESS AND PARTICIPATION
6. PARENT AWARENESS OF EDUCATIONAL PROGRAMS AND POLICIES THAT AFFECT THEIR CHILDREN

## ASPIRA PROCESS

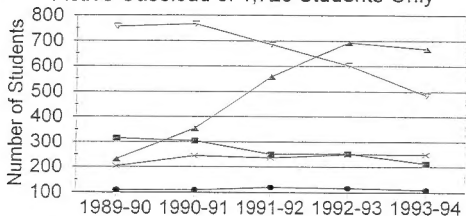
1. EDUCATIONAL DEVELOPMENT
  - A. DROPOUT PREVENTION
  - B. POSTSECONDARY PLACEMENT
  - C. TUTORING
2. LEADERSHIP DEVELOPMENT
  - A. ASPIRA CLUBS
  - B. ASPIRA PUBLIC POLICY PROGRAM
  - C. YOUTH CONGRESS
3. CULTURAL AWARENESS AND SELF-IDENTITY

## VISION

1. THE ENTIRE PUERTO RICAN/LATINO COMMUNITY PARTICIPATE IN THE ASPIRA PROCESS.
2. EVERY PUERTO RICAN/LATINO YOUTH PARTICIPATE IN AND THE ENTIRE LATINO COMMUNITY SUPPORT THE ASPIRA PROCESS.
  - A. INTERVENE AT AN EARLIER AGE
  - B. DEVELOP ALTERNATIVE ACADEMIC PROGRAMS
  - C. POSTSECONDARY SUPPORT/TRANSITION
  - D. ADVOCACY
  - E. EXPANSION

# Student Population Served

Active Caseload of 1,723 Students Only



ASPIRA Centers

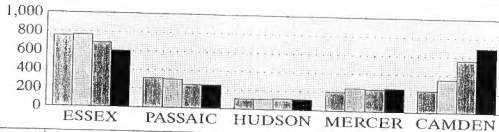
—△— ESSEX    —■— PASSIAC    —●— HUDSON  
—○— MERCER    —▲— CAMDEN

# Student Population Served

## Active Caseload Only

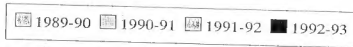
ASPIRA Center						
	ESSEX	PASSIAC	HUDSON	MERCER	CAMDEN	TOTAL
1989-90	756	314	110	203	232	1615
1990-91	766	304	110	245	354	1779
1991-92	685	251	119	236	558	1849
1992-93	602	252	116	250	693	1913
1993-94	485	213	109	249	667	1723
<b>TOTAL</b>	<b>3294</b>	<b>1334</b>	<b>564</b>	<b>1183</b>	<b>2504</b>	<b>8879</b>

# Student Population Served Active Caseload Only



	ESSEX	PASSAIC	HUDSON	MERCER	CAMDEN
1989-90	756	314	110	203	232
1990-91	766	304	110	245	354
1991-92	685	251	119	236	558
1992-93	602	252	116	250	693

ASPIRA Center



ASPIRA, Inc. of New Jersey (Three Year Plan - July 1993-96)

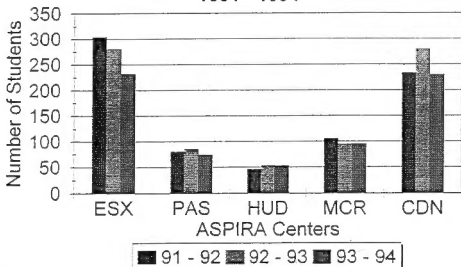
# Student Population Served (Gender Breakdown) Active Caseload Only (1991-94)

ASPIRA Centers	PROGRAM YEAR					
	91 - 92		92 - 93		93 - 94	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ESSEX	304	381	280	322	232	253
PASSIAC	80	171	85	167	74	139
HUDSON	46	73	53	63	53	56
MERCER	106	130	94	156	95	154
CAMDEN	233	325	279	414	230	437
SUBTOTAL	769	1080	791	1122	684	1039
TOTAL	1849		1913		1723	

# Student Population Served

Active Caseload of Male Students Only

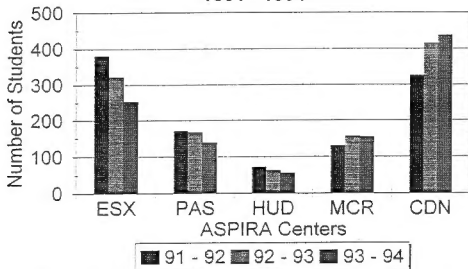
1991 - 1994



# Student Population Served

Active Caseload of Female Students Only

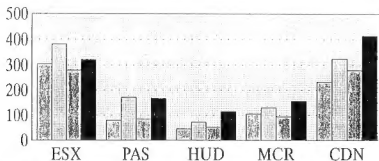
1991 - 1994





# Student Population Served (Gender Breakdown)

## Active Caseload Only (1992-93)



MALE (91-92)	304	80	46	106	233
FEMALE (91-92)	381	171	73	130	325
MALE (92-93)	280	85	53	94	279
FEMALE (92-93)	322	167	116	156	414

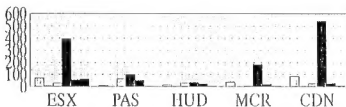
= 791 = 41%  
= 59%

ASPIRA Center



# Student Population Served (Ethnic Breakdown)

## Active Caseload Only (1992-93)



African American	69	9	13	37	84
Cuban	5	0	1	0	1
Dominican	28	64	28	5	23
Puerto Rican	397	102	35	183	541
Other Hispanic	57	53	23	20	28
Other Non Hispanic	64	3	5	3	6

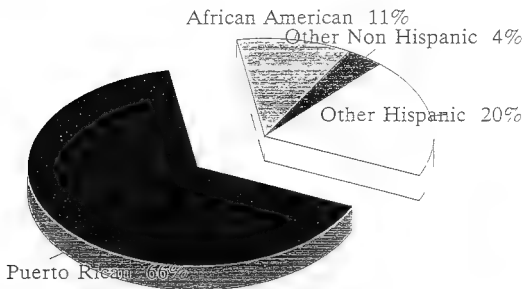
ASPIRA Center

African American	Cuban	Dominican
Puerto Rican	Other Hispanic	Other Non Hispanic

ASPIRA, Inc. of New Jersey (Three Year Plan - July 1993-96)

# Student Population Served (Ethnic Breakdown)

Active Caseload Only (1992-93)



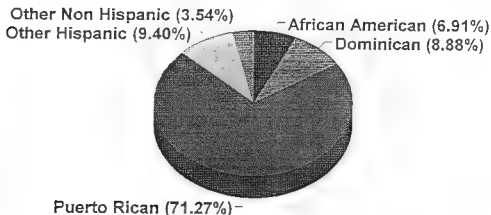
ASPIRA, Inc. of New Jersey (Three Year Plan - July 1993-96)

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# Student Population Served

## Ethnic Breakdown

Active Caseload of 1,723 Students Only  
(1993-94)



*Ethnic*  
**Student Population Served (Gender Breakdown)**  
**Active Caseload Only (1993-94)**

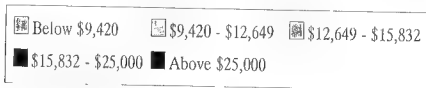
ASPIRA Center											
	ESSEX	%	PASSIAC	%	HUDSON	%	MERCER	%	CAMDEN	%	TOTAL
African American	21	4.33%	1	0.47%	10	9.17%	24	9.64%	63	9.45%	119
Dominican	16	3.30%	81	38.03%	22	20.18%	10	4.02%	24	3.60%	153
Puerto Rican	363	74.85%	84	39.44%	38	34.86%	197	79.12%	546	81.86%	1228
Other Hispanic	66	13.61%	38	17.84%	21	19.27%	13	5.22%	24	3.60%	162
Other Non Hispanic	19	3.92%	9	4.23%	18	16.51%	5	2.01%	10	1.50%	61
TOTAL	485	100.00%	213	100.00%	109	100.00%	249	100.00%	667	100.00%	1723

# Student Population Served (Family Income Breakdown) Active Caseload Only (1992-93)



	ESX	PAS	HUD	MCR	CDN	
Below \$9,420	336	125	54	161	607	1283
\$9,420 - \$12,649	155	31	21	43	38	
\$12,649 - \$15,832	52	36	19	16	17	428
\$15,832 - \$25,000	34	41	18	25	27	147
Above \$25,000	25	19	4	5	4	57

ASPIRA Center



ASPIRA, Inc. of New Jersey (Three Year Plan - July 1993-96)

# Student Population Served (Family Income Breakdown) Active Caseload Only (1993-94)

ASPIRA Center											
	ESSEX	%	PASSIAC	%	HUDSON	%	MERCER	%	CAMDEN	%	TOTAL
Below \$9,420	274	56.49%	70	32.86%	28	25.69%	173	69.48%	550	87.46%	1095
\$9,420 - \$12,649	114	23.51%	72	33.80%	30	27.52%	14	5.62%	48	7.70%	278
\$12,649 - \$15,832	33	6.80%	31	14.55%	11	10.09%	9	3.61%	18	2.70%	102
\$15,832 - \$25,000	44	9.07%	29	13.62%	34	31.19%	22	8.84%	37	5.55%	166
Above \$25,000	20	4.12%	11	5.16%	6	5.50%	31	12.45%	14	2.10%	82
<b>TOTAL</b>	<b>485</b>	<b>100.00%</b>	<b>213</b>	<b>100.00%</b>	<b>109</b>	<b>100.00%</b>	<b>249</b>	<b>100.00%</b>	<b>667</b>	<b>100.00%</b>	<b>1723</b>

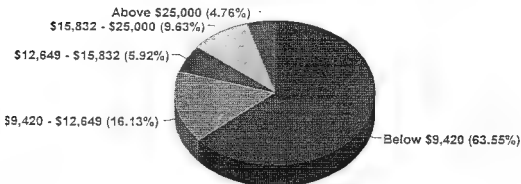
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# Student Population Served



## Family Income Breakdown

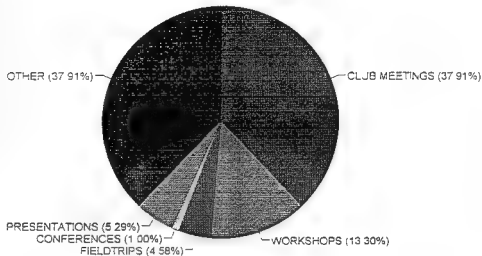
Active Caseload of 1,723 Students Only  
(1993-94)





# ASPIRA Activity Breakdown

1993 - 1994



# ASPIRA Activity Breakdown by County 1993 - 1994

ASPIRA Centers	ASPIRA ACTIVITIES					
	CLUB MEETINGS	WORKSHOPS	FIELDTRIPS	CONFERENCES	PRESENTATIONS	OTHER
ESSEX	80	34	8	7	9	138
PASSIAC	28	4	0	6	1	39
HUDSON	26	18	5	4	1	54
MERCER	65	10	9	4	2	14
CAMDEN	66	27	10	5	24	20
TOTAL	265	93	32	*7	37	265

\* Unduplicated Count

# STUDENTS SERVICED

## A. COUNTY CENTERS:

ASPIRA, Inc. of New Jersey provides service to students attending high schools and middle schools located in the Essex, Hudson, Passaic, Mercer and Camden Counties.

Counselors are currently assigned to the following schools:

ESSEX COUNTY	Barringer High School East Side High School Luis Munoz Marin Middle School Barringer Prep  OUTREACH: Central High School Malcolm X. Shabazz High School Science High School
HUDSON COUNTY	Ferris High School
PASSAIC COUNTY	Eastside High School J.F. Kennedy High School
MERCER COUNTY	Trenton Central High School Grace A. Dunn Middle School
CAMDEN COUNTY	Camden Central High School Woodrow Wilson High School Pyne Poynt Middle School East Camden Middle School

## B. STUDENT BREAKDOWN

During the 1992-93 academic year ASPIRA provided service to:

1913 students who are in the active caseload.

843 students who are not on the active caseload.

Students in the active caseload are students who have completed an intake form and have participated actively in club and counseling activities. Students who are not in the active caseload are students who have not completed an intake form, but have participated in at least one activity.

NOTE: the information below reflects the student caseload population.

ETHNIC BREAKDOWN	Puerto Rican	66%	
	Dominican	8%	
	Other Hispanic	11%	
	African American	11%	
	Other Not Hisp.	4%	
GENDER BREAKDOWN	Male	41%	
	Female	59%	
INCOME BREAKDOWN	Below \$ 9,420		1283
	\$ 9,420 - \$12,649		288
	\$12,629 - \$15,832		140
	\$15,832 - \$25,000		145
	Above \$25,000		57
REGIONAL BREAKDOWN	Essex	602	
	Hudson	116	
	Passaic	252	
	Mercer	250	
	Camden	693	

## SCHOOLS' DESCRIPTION

All the schools where ASPIRA has counselors are part of the "special needs" districts. These schools are located in urban area where disparities between the urban and suburban schools in significantly poorer.

Presently, ASPIRA is operating in two school districts that are state operated (Jersey City and Paterson). The state has "taken over" financial operations in Trenton and in Newark. There have been major discussions regarding the takeover in Newark.

### D. DROPOUT RATES:

Two years ago ASPIRA documented the number of students enrolled at various urban schools through a cohort study. Mr. Philip Burch, of Rutgers University recently published "The Dropout Problem in New Jersey's Big Urban Schools" (May 1992). In his study, Mr. Burch highlights that cohort studies provide the best source of the method used by the state department of education and local school districts to document dropout rates.

In Mr. Burch's study the following high school completion rates were recorded between 1980-1984 to 1987-1991:

DISTRICT	LATINO MALE	LATINO FEMALE
Camden	33%	46%
Jersey City	39%	44%
Newark	42%	50%
Paterson	46%	57%
Trenton	45%	44%
Average for the 5 district	41%	48%

According to this information Latino males and Latino females are completing high school at a rate of 41% and 48% respectively. It also means that Latino males and Latino females are dropping out at a rate of 59% and 52% respectively.

### CONCLUSION:

It is clear that the great majority of the students attending schools in the communities we serve are not completing their high school education. In some cases we have found that students are dropping out during their senior year in school. ASPIRA is needed now more than ever to ensure that our kids do not become dropout statistics.

## EXPANSION:

The last time the Board of Directors expanded was in 1987 into the communities of Trenton and Camden. Within the past couple of months the executive office has seen organizing efforts to expand into the communities of New Brunswick. Perth Amboy is also a community that has expressed an interest to have ASPIRA assist with its Puerto Rican/Latino population. Any decision that is made should be based on ASPIRA's likelihood of success in the community this includes but not limited to, community support, financial support, significant presence of a Puerto Rican population, can ASPIRA handle more growth, dropout rates, and the potential to expand within the community. ASPIRA must be prepared to respond to the escalating calls for help throughout the State of New Jersey.

## CONCLUSION:

The 1992-93 program year brought many changes to ASPIRA most significantly was the hiring of a new executive director. The board has also agreed to restructure the organization by creating new positions. The development office functions with a part-time director, Ms. Angela Corbo. Towards the tail end of the academic year, ASPIRA's presence was being highlighted through a number of newspaper articles that appeared in the spring and the "ASPIRA PROFILE" T.V. show on Gateway Cable. This effort to bring ASPIRA to the fore front will continue vigorously the next academic year, as the TV show will expand and program staff will implement proven methods of public relations.

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

**GOAL 1:** To create and develop education and Leadership development programs

**OBJECTIVE A:** To recruit Puerto Rican/Latino youth with an increase of 5% each year.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Discuss the option of implementing programs at schools where ASPIRA may not be providing service, but there is a high percentage of Puerto Rican students.	Program Committee	Sept 1993	The Program Committee will make recommendations to the Board to stay at schools presently serviced or provide a list of alternatives schools where ASPIRA should be present.
Meet with principals, guidance counselors, teachers and other educational leaders and parents to recruit Puerto Rican/Latino youth.	Staff	Sept 1993 June 1994	The ASPIRA staff will have provided educational and leadership development programs at schools where the Puerto Rican student is significant.
Present recruitment/retention objectives to active Aspirantes to involve them in the recruiting process	Staff and Aspirantes	Sept 1993- June 1994	During the academic year, active Aspirantes will have assisted in the recruitment process.
Set in place a series of key recruitment activities.	Staff	Sept 1993- June 1994	By the end of June 1994, a series of workshops, seminars, and presentations will have been made to specifically recruit Puerto Rican students.
Disseminate a newsletter to students indicating the various activities	ASPIRA Student Advisory Board	1993 - 1994	Students will have received at least one newsletter.

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 1. To create and develop education and Leadership development programs

Objective B: To retain Puerto Rican/Latino youth with an increase of 5% each year.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
To establish mentoring programs  -Professional and Peer			
To establish crisis counseling  -Provide training to staff			



GOAL 1: To create and develop education and Leadership development programs.

Objective C: To increase and provide services to parents.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Dedicate a page to Parents in El Clarin.	Staff	1993-1994	Two issues of El Clarin will have been mailed to the parents on the caseload
Conduct workshops for parents such as: *Tax assistance *What you need to know about your children's education, etc.	Staff	1993-1994 ongoing	Parents will have attended workshops designed to raise their awareness on different topics.
Create a parents support group	Staff	1993 - 1995  1995 - 1996	By the end of June 1995 a parent support group will have been formed in at least 3 ASPIRA Centers.  By the end of June 1996, a parent support group in each center.
Conduct a "Parents Night"	Staff	1993-1995	By the end of June 1995 a "Parents Night" activity will have been held at each ASPIRA Center.

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL I: To create and develop education and Leadership development programs

Objective D: To monitor the implementation of programs.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
To design and implement a community service curriculum to facilitate community leadership skills.	Program Directors/ Development	1993 - 1994	A community service curriculum will have been created and piloted at one ASPIRA site.
Enhance enrichment programs for all students: *Computer Literacy *Tutoring *Writing Seminars *Workshops	Program Directors/ Development	1993- 1995	Enrichment programs will be provided and enhanced at all ASPIRA locations.
To establish a mentoring program throughout the 5 cities that is exclusive of the APPLP Mentoring Program	Program Directors	1993- 1994	By Jan 1994, mentors will have been identified and by June 1994 students will have been match with their mentors.
Re-establish Math and Science programs so that is includes a comprehensive curriculum and special enrichment activities (role models, field trips, etc.)	Development & Program Director	June, 1995	Meetings will have been held to refine Math and Science programs.  By the end of June 1995, a Math and Science conferences will have been held for high school and junior high school students.
Identify and develop the potential of students to pursue careers related to Math and Science	Program Directors & Staff	June, 1995	Field trips will have been taken to the NY Hall of Science, IBM and AT&T

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 2: To create and strengthen leadership program initiatives.

Objective A. To enhance the ASPIRA Student Advisory Board (ASAB)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Implement the ASAB recommendations	Board/Programs Committee	July 1993	The Board will have evaluated the ASAB and refined the process.
Institutionalize the Student Congress	Board/Staff	June 1994	The staff will have implemented the new Student Congress.

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 3: To create and strengthen educational program initiatives.

Objective A: To expand and implement programs focused on school dropout prevention.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Create programs targeting to decrease the dropout rate of Puerto Rican/Latino youth.	Staff/ Development Office	1993 - 1994	New programs to reduce dropout will have been developed.
Sponsor Latino Male Conference	Board & Staff	November, 1993	A Latino Male Conference will have been implemented.
Implement mentoring programs *to motivate students to pursue college education *that develop their basic skills *provide information to make career choices	Program Directors & Staff	June, 1994	Mentoring program will have been establish.

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

**GOAL 4:** To continue with the creation and development of cultural awareness initiatives.

**Objective A** Develop and implement initiatives that celebrate our heritage

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
<p>Conduct cultural awareness activities focusing on the history of Puerto Rico, issues and problems affecting Puerto Ricans and other Latinos:</p> <ul style="list-style-type: none"> <li>*Celebrate Puerto Rican Heritage Month.</li> <li>*Hold a Cultural Awareness Conference focusing on the Puerto Rican Heritage.</li> <li>*Hold a "Proud to be Puerto Rican" week.</li> <li>*Identify Puerto Rican key figures to be recognized.</li> <li>*Create Bookmarkers with El Pitirre and ASPIRA's Mission Statements.</li> </ul> <p>Puerto Rican Heritage Workshops/Seminars/ to increase the participation of Aspirantes at college functions/ activities and celebrating Puerto Rican Latino Heritage.</p>	<p>Program Directors/Staff</p>	<p>June, 1994</p>	<p>At least 2 activities will have been held</p>

## CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 4: To continue with the creation and development of cultural awareness initiatives.

Objective A Develop and implement initiatives that celebrate our heritage.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Research the components of a Cultural Center	Executive Director	June, 1995	Data will have been obtained regarding the necessary components of a cultural center.
Visit El Taller Puertorriqueno in Philadelphia and El Museo del Barrio in NYC.	Staff	1993 - 1994	Visits to El Taller Puertorriqueno (in Phil.) and El Museo del Barrio will have been made

## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 1: To identify and generate sources of revenue to implement programs.

Objective A. To raise funds to initiate new programs in order to meet the emerging needs of Puerto Rican/Latino youth in New Jersey.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Research the prospect of funding for programs which will help Puerto Rican/Latino youth stay in school and/or continue their education. The Development office will focus on the following programs: *Programs to address issues such as drugs, aids, teenage pregnancy parenting, etc.		1994 - 1995	By the end of June 1995, funding prospects will have been researched.
Write proposal for these programs to be funded.		1994 - 1995	By the end of June 1995, proposals will have been written for an Alternative High School, a pre-school educational program, and cultural center

## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 2: To establish the network of ASPIRA Alumnae/i.

Objective A: To cultivate ASPIRA Alumni.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Identify a Board Member who will act as liaison to the Alumnae/i Association	Board	Dec. 1993	A Board Member will have assumed responsibility to act as liaison to the Alumnae/i Association.
Consider the position of an Alumni an ex-officio to the Board.	Board	July, 1994	The board will determined if the Alumni selected is to serve as ex-officio.
Expand the mailing list of ASPIRA "graduates" using the computer data base and other records	Development Office	June, 1995	The alumnae/i mailing will have been expanded.
Schedule meetings with alumnae/i to convene a group willing to reactivate the Alumnae/i Association.	Board/Staff	June, 1995	At least two meetings will have been held to reactivate the Alumnae/i Association.
Provide continuing support for Alumnae/i activities through the agency	Board/Staff	Ongoing	
Alumnae/i activities will be institutionalized	Alumni/Staff	June, 1996	Alumnae/i activities will have been built into the Agency's annual planning schedule

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## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 2: To establish the network of ASPIRA Alumnae/i.

Objective A: To cultivate ASPIRA Alumnae/i.  
(Continuation)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Facilitate the development of the Alumnae/i activities (dances, reunions, telethon), designate a page in El Clarin for Alumnae/i	Board/Staff	1993 - 1994	By the end of June 1994, the Alumnae/i Association will have a page included in El Clarin.
Schedule annual meetings to provide the Alumnae/i Association and update of ASPIRA activities	Board/Staff	1994 - 1995	By the end of June 1995, at least one meeting will have been held between the Board, Staff and the Alumnae/i Association.
Create opportunities for the Alumnae/i Association to contribute their time and efforts to the following: *Role Models *Mentoring *Workshop *Speakers	Board/Staff	1994 - 1995	By the end of June, 1995 Alumnae/i Association members will have been invited to serve as role models, conduct workshops, etc.
Coordinate Alumnae/i activities with the ASPIRA's National Office efforts.	Board/Staff	1994 - 1995	By the end of June 1995, efforts will be conducted and planned with the National office.

## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 2: To establish the network of ASPIRA Alumnae/i.

Objective B: To facilitate the Alumnae/i's fundraising capability

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
To provide technical expertise and resources to assist Alumnae/i in raising funds for ASPIRA and the Alumnae/i Association.	Board/Staff	1994 - 1995	By the end of June 1995, Alumnae/i will have been provided technical expertise and resources to help them in fundraising.
Invite the Alumnae/i Association to attend a Grant Writing Workshop	Staff	1995	A representative from the Alumnae/i Association will have attended a Grants Writing Workshop.
Involve Alumnae/i Association in fundraising activities	Staff	1994 - 1995	By the end of June 1995, the Alumnae/i Association will have become involved in fundraising activities.

## CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 3: To strengthen and expand Development activities.

Objective A: To raise funds for General Operating expenses.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Update and clean-up current mailing list	Staff/ Development Office	1993 - 1994	By the end of Dec. 1993, the current mailing list will have been enhanced.
Hold two Special Events.	Board/Executive Director	Annually	At least two special events will be held each year. One of these will be the luncheon and the second will be a festival and/or banquet.  Luncheon goal: \$45,000
Carry out Direct Mail Campaign: *Conduct a special scholarship campaign appeal *Conduct a membership Drive		1993 - 1994	By the end of Fall 1994, two direct mail campaigns will have been conducted with special appeals and membership drive focus.

### CATEGORY III: PUBLIC RELATIONS

GOAL I: To increase the public awareness of ASPIRA.

Objective A: To develop and expand initiatives that support and increase public awareness.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Ensure that public relations literature reflects the (July 1991) mission statement and current program goals/objectives. *El Clarin *Annual Report *Program Brochure *Lunch Invitations *Program Journal *Conference Brochures *ASPIRA TV Show *Advocacy	Development Office	June, 1994	All public relations activity will be institutionalized.
Ensure consistency, factual data, and changes  Make revisions as needed.	Development Office	On going	At the end of each year revisions to agency data will be made accordingly.

### CATEGORY III: PUBLIC RELATIONS

GOAL I: To increase the public awareness of ASPIRA.

Objective B: To develop a strategy and mechanism for advocacy.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Discuss and develop strategy and mechanism for advocacy.	Board	June, 1994	A strategy and mechanism for board to take key policy positions on key issues will have been developed.
Select two critical issues and state/communicate ASPIRA's position as these affect the Puerto Rican/Latino youth: *QEA *English Only *Health Related Issues (Teen pregnancy,Aids) *Secondary and Higher Education	Board	June, 1994 and annually thereafter	ASPIRA's position on key issues affecting the Puerto Rican/Latino community will have been stated via the newsletter and/or other written communication.

## CATEGORY IV: PLANNING AND ASSESSMENT

**GOAL 1:** To evaluate all ASPIRA programs and services.

**Objective A:** To conduct a comprehensive organizational self-assessment.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
An Ad-Hoc committee, with representation from all Board Committees will be formed	Board/Executive Director	July, 1994	An Ad Hoc Committee will have been formed to proceed with the self-study.
Conduct the planning phase of the process  Define issues which will become the focus of the self-assessment  Determine the design	Board/Executive Director	January, 1995	The planning phase will have been conducted, issues will have been identified, and the design for the study will have been developed.
Identify and hire consultants  Develop Questionnaire  Collect data  Analyze data	Board/Executive Director	June, 1995	Consultants will have been hired, the questionnaire(s) will have been developed, and data collected and analyzed.
Determine organizational effectiveness  Develop a strategic plan	Board/Executive Director	December, 1995	Organizational effectiveness will have been determined.
Implementation of the strategic plan.	Board/Executive Director	Jan, 1996	The first phase of a strategic plan will have been implemented

## CATEGORY IV: PLANNING AND ASSESSMENT

GOAL I: To evaluate all ASPIRA programs.

Objective B: To develop and monitor information system which support organizational effectiveness.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Expand and refine training and inputing of records, reports, and databases in all areas:  *Fiscal -Annual Budget -Monthly Expenditure Reports -Quarterly Reports -Combined Expenditure Report  *Programs -Database Management -Monitoring Students' Progress  *Development -Alumnae/1 Association -Mail merge -Gift Consultant: special campaign, revenue, and reports -Direct Mail Campaign -Report	Executive Director/Deputy Director	June, 1994	Data for the fiscal, development, and programs offices will have been entered and enhanced reports will have been produced.

## CATEGORY IV: PLANNING AND ASSESSMENT

GOAL 1: To evaluate all ASPIRA programs.

Objective B: To develop and monitor information system to support organizational effectiveness.  
(Continuation)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Expand and enhance strategies for data collection to improve quality services in offices	Executive Director/Deputy Director	June, 1995	Determination of how many students have continued in ASPIRA programs will have been documented.



## CATEGORY IV: PLANNING AND ASSESSMENT

GOAL 2: To enhance the effectiveness of the Board.

Objective A: To maximize board member's skills.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	EVALUATION
Conduct orientation for new Board members as needed.  Provide in-service training  Develop members' skills profile.	Board	On-going	The annual retreat will have been held and a mid-year orientation will have been conducted.
Update and review Board members' roles and committee responsibilities	Board	On-going	During the annual retreat Board members responsibilities will be updated.
Solicit from Board members areas of interest for board development and implement a program to enhance their interest.  *Strategic Planning *Fundraising	Board	On-going	Assessment and workshops will have taken place annually.